

## Pupil premium strategy statement – 2023-2024 Wrekin View Primary School and Nursery

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	483
Proportion (%) of pupil premium eligible pupils	23% (110 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement for each academic year</b> )	2023/2024 to 2026/2027
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Adrian Pembleton, Headteacher
Pupil premium lead	Paul Kilburn, Assistant Headteacher
Governor / Trustee lead	Dave Cadwell, lead for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£176,055
Recovery premium funding allocation this academic year	£17,545
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£193,600</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Wrekin View Primary School is steadfastly committed to ensuring high levels of progress, attainment, and engagement for all our disadvantaged children. Regardless of their background and starting points, pupils will be supported, nurtured, and provided with all the tools needed to participate successfully in all areas of school life and the wider community. Our pupil premium strategy focuses on supporting disadvantaged pupils to achieve this goal, including progress for those who are already high attainers.

### **We passionately pursue the following overarching objectives:**

- All disadvantaged children will make good or better progress, and their attainment will be at least in line with that of their peers.
- Gaps in knowledge and skills will be forensically identified and closed through precision teaching.
- All disadvantaged children will have access to school clubs and enrichment opportunities throughout the academic year.
- Barriers to learning will quickly be identified individually and as a cohort and strategically planned for.
- Disadvantaged children will develop high aspirations for their education, future learning and role within broader society.

### **How does our pupil premium strategy plan work towards achieving those objectives?**

Our strategic plan is carefully formulated, considering our learners' needs and emerging needs. This includes the children who start with us in Wrekin Giants as two-year olds, at the start of the autumn term. We then engage with the high-quality provision and research findings from the Educational Endowment Foundation, ensuring that our provision is well researched, proven to be effective in support of learners and is sustainable for the future, ensuring that the funding will have far-reaching impact rather than only being of use for a single year. The plan is regularly reviewed alongside pupil progress and attainment meetings with class teachers, to ensure it is effective and produces quality outcomes for our children.

### **The fundamental principles of our strategy plan**

Successfully identifying and responding to the challenges our children face

Promoting strong academic performance for all learners
Promoting engagement and opportunities in all areas of school life
Raising aspirations for all learners
Pursuing well-researched interventions that produce a legacy for future work.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.  On entry to Reception class in the last 2 years, between 40% of our disadvantaged pupils arrive below age-related expectations compared to 40% of other pupils. This gap remains narrow to the end of KS2.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.  On entry to Reception class in the last X years, 47% of our disadvantaged pupils arrive below age-related expectations compared to 31% of other pupils. This gap remains steady to the end of KS2.
4	Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading.
5	Our assessments (including wellbeing survey and half-termly Child Outcome Rating Scales (CORS), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to bullying, and a lack of enrichment opportunities.

	<p>These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain relatively high. 31 pupils (11 of whom are disadvantaged) currently require additional support with social and emotional needs and are receiving either ono-to-one support or small group interventions.</p>
6	<p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 2.4% lower than for non-disadvantaged pupils.</p> <p>21% of disadvantaged pupils have been 'persistently absent' compared to 10% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more 79% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in bullying</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils,	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall unauthorised absence rate for all pupils being no more than 96%, and the attendance gap</li> </ul>

particularly our disadvantaged pupils.	<p>between disadvantaged pupils and their non-disadvantaged peers being reduced by .</p> <ul style="list-style-type: none"> <li>the percentage of all pupils who are persistently absent being below 12% and the figure among disadvantaged pupils being no more than 8% lower than their peers.</li> </ul>
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## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£40,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>NFER assessments used termly in from Y1 upwards</p> <p>£3000</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p><a href="#">Diagnostic assessment   EEF</a></p>	1, 2, 3, 4
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p> <p>Talkboost for KS1 and KS2</p> <p>£2400</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p>	1
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p>	2, 4

<p>RWI training for all staff delivering across KS1 £2000</p>	<p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).  Numbersense training for all staff Helen Owens half day training on reasoning and problem solving with all staff £350</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Mathematics guidance: key stages 1 and 2</a>  The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>3</p>
<p>Improve the quality of social and emotional (SEL) learning.  SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.  ELSA trained staff within school £2000</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p>	<p>5</p>
<p>Supporting the recruitment and retention of teaching staff, for example providing cover time to undertake professional development such as NPQs</p>	<p>Menu of approaches, Using pupil premium guide for school leaders.</p>	<p>All</p>

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£100,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>3 times a weeks (5mins 1-to1 sessions) phonic booster sessions targeted for children to pass PSC at end of Year 1 or who didn't pass at the end of Year 2.</p> <p>£2000</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	2
<p>Booster and Intervention staff directed to support identified pupils</p> <p>£34,000</p>	<p>Targetted academic support for children who are not making good progress.</p>	1,2,3,4
<p>HLTA time allocated to support underachieving children</p> <p>£14,000</p>	<p>Targetted academic support for children who are not making good progress.</p>	1,2,3,4
<p>Counselling Support</p> <p>£12,000</p>	<p>A co-ordinated and evidence-informed approach to mental health in school and colleges leads to improved student well being, which in turn, can improve learning</p>	5,6
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Listen with Lucy and Listen with Lola in Wrekin Giants and Nursery – £600</p> <p>Diddidance delivered once a week for 6 weeks - £270</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p>	1, 4
<p>High quality resources and equipment to support academic progress</p>	<p>Improving literacy and Key Stages 1 &amp; 2. Purchases of high quality texts to improve comprehension as the building blocks to reading.</p>	1,2,3,4

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£53,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p> <p>Whole staff training during September PD day.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a></p>	5
<p>Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a>.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>Red book training for Deputy Head, NAP and Office manager</p> <p>Termly local authority attendance meeting.</p> <p>Weekly EWO meeting to target support for vulnerable families</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

**Total budgeted cost: £193,000**



## Part B: Review of the previous academic year 2022-23

### Outcomes for disadvantaged pupils

73% (8/11 chn) achieved the PSC standard compared to 78%(39/50 chn) all pupils

KS1 reading 44% achieved ARE compared to 76% non PPG (32% difference)

KS1 reading 11% achieved GDS compared to 37% non PPG (26% difference)

KS1 writing 22% achieved ARE compared to 53% non PPG (31% difference)

KS1 writing 0% achieved GDS compared to 0% non PPG

KS1 maths 67% achieved ARE compared to 82% non PPG (15% difference)

KS1 maths 11% achieved GDS compared to 25% non PPG (14% difference)

KS2 reading 74% achieved ARE compared to 97% non PPG (23% difference)

KS2 reading 30% achieved GDS compared to 50% non PPG (20% difference)

KS2 writing 71% achieved ARE compared to 90% non PPG (19% difference)

KS2 writing 15% achieved GDS compared to 16% non PPG (1% difference)

KS2 maths 70% achieved ARE compared to 94% non PPG (24% difference)

KS2 maths 26% achieved GDS compared to 47% non PPG (21% difference)

KS2 combined 67% achieved ARE compared to 82% non PPG (15% difference)

KS2 combined 4% achieved GDS compared to 18% non PPG (14% difference)

## Externally provided programmes

Programme	Provider

## Service pupil premium funding (optional)

<b>How our service pupil premium allocation was spent last academic year</b>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

**Additional activity**